

186 enthusiastic support and co-operation in the War of Liberation, 1918-20; voluntary united action in the summer of 1941 in driving the Soviets from Estonia; and the last heroic attempts of Estonian units in 1944 to prevent re-occupation of the country by the Red Army.

[187] The dominant social motives of the average

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212 citizen are cultural, economic, and national.

Estonians have always had a high appreciation for education and have made great sacrifices to educate their children in higher schools.

Illiteracy in Estonia was almost nonexistent by the last decades of the nineteenth century.

The enthusiastic support of the drive to establish the Alexander School, the founding of private secondary schools during the beginning of the present century, in which the teaching was done in Estonian, and at the same time the

87| founding of the Estonian National Museum and
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● the Estonian Literary Society are examples of the Estonians' hard struggle for education.

[369] Earlier, the better educated people concentrated in the cities, but in the second half of the independence period there were already many farmers with secondary and higher educations.

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[517] Country life itself was made more attractive by the cultural activities conducted through the Educational League and other societies. Cultural and economic endeavors have always been interrelated with the constructive and positive nationalism characteristic of the Estonian people. Although in later years and during independence patriotism was not expressed in such glowing words as during the Awakening, nevertheless it was the stimulus of many idealistic enterprises and of all the cultural and economic progress made during the ⁵~~3~~-years.

197 developed from the Northern Estonian dialect.

- [214] Beginning with the first known Estonian printed book, Wanradt and Koell's Catechism, 1535, for some two hundred years both Southern and Northern Estonian were competing for supremacy as the literary language. The printing of the first Estonian Bible in 1739 finally decided the struggle; Northern Estonian decidedly became the literary and most commonly known language
- 177 of the Estonians. For several centuries literary Estonian was under the strong influence of
- [212] the German language. German orthography prevailed until the middle of the nineteenth century, when E. Ahrens' grammar established rules for a more phonetical spelling closer to
- [193] the Finnish method. But a German-like word order and other grammatical influences still remained until the twentieth century.

Annex "A," Subparagraph 1j,

Sociological Background

EDUCATION

871 Prior to the Nazi and Communist invasions,
the educational system in the Estonian Repub-
[212] lic had achieved a remarkably high level. In
1939 only 3.9 per cent of the population was
illiterate, and this group consisted mostly of
older people of the pre-independence era. The
school system established in 1918 was a public
school system based on democratic principles.
Learning for children of school age was free
of charge and compulsory between the ages of
8 to 16, or until six grades of elementary school
had been completed. Kindergartens, which were
operated mainly in urban areas, were not com-
pulsory. Private schools were free to operate,
but in actuality few of them existed.

Annex "A," Subparagraph lj,

Sociological Background

EDUCATION

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Literacy. The number of literates among the Vepsians is low. In 1897 the percentage was as follows: men--27.34 per cent, women--1.86 per cent; average for both sexes--14.27 per cent. Kettunen states that in the 1917 elections the Vepsians were told to vote for ticket number 4, but this "illiterate mass" could not tell one ticket from another. In 1929 the percentage of literates was said to be 33.5 per cent, but according to Bol'shaia Sovetskaia Entsiklopediia, all the Vepsian children are now literate.

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Schools. During the czarist rule there were no special schools for the Vepsians, nor was Vepsian taught in any school. The teachers were hostile to any nationalistic trends. The story is told that a list containing the Finnish alphabet beside the Russian was taken away from a student by his teacher and burned. The Bolsheviks, after coming to power, founded national schools for the national minorities, the Vepsians included, the reason for which was to keep the minorities from having too familiar contact with other nationalities by allowing them to retain a measure of cohesion. On the other hand, it gave to the Communists a good opportunity to parade their magnanimity

Annex "A," Subparagraph 1j,
Sociological Background

EDUCATION

[212]
871 The Livonians are all literate, thanks to the schools. In the twenties there was one elementary school in Kuolka, Ire and in Piza. Before the first World War the number of schools was even greater; there was one school in Piza and two schools in both Kuolka and Ire. These schools were Latvian and served the cause of Latvianization. Livonian was taught only two hours a week as an elective.

The Livonian children who wished to continue their education attended the high school in Dondangen or went even farther away to Talsen or Windau. Before the first World War there was a naval school in Ire. Several of these educated seamen of various ranks [177] have been ardent patriots. Other educated Livonians, however, who have gotten jobs in Latvian towns as postal clerks, or in other positions have usually been completely Latvianized.

SOURCES

113 Kajava, Yrjö, et al.

1928. Liiviläiset. [The Livonians.] In